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Certain predictors of shyness among Turkish pre-service teachers

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Abstract

The purpose of this study is to prediction based on some variables of the shyness levels of Turkish candidate teachers. A total of 410 persons participated. “Shyness Scale”, “The Submissive Acts Scale”, “The Social Comparison Scale”, “Sociotropy-Autonomy Scale” and “The Personal Information Form” were used for data collection. Multiple regression analysis were used for data analysis. According to the results of the study submissive acts, social comparison, sociotropy –autonomy were significant predictors of candidate teachers’ shyness. Moreover, according to the results of the study income, positive self-image, perceived themselves popular were significant predictors of candidate teachers’ shyness. However, gender was not significant predictors predictors of candidate teachers’ shyness.

Key Words: Shyness, Submissive Acts, Social Comparison, Sociotropy, Autonomy

1. Introduction

Shyness is an interpersonal problem resulting from extreme embarrassment, low self-esteem, and fear of rejection. It renders an individual ineffective in the classroom, social environment, and work environment (Carducci, 2000) and reduces the chances of success (Yüksel, 2005). It prevents individuals from establishing effective communication in social environments (Devito, 1989; Jones & Russell, 1982).

The influence of shyness on people ranges from acting shyly in environments involving others to traumatic anxiety states that entirely affect one’s life (Zimbardo, 1977; as cited in: Yüksel, 2002). Shyness differs from introversion, social anxiety, and social phobia. The level of shyness varies in many people. One who feels shy toward the opposite sex may be more comfortable with someone of his/her own sex. An introvert person does not take pleasure in social relationships and makes a conscious effort to avoid social interactions. S/he directs his/her energy and attention to tasks that s/he can perform on his/her own and enjoys them. If shyness and introversion at their extreme hinders one’s living and development, then one should look for the presence of the psychiatric disorder called social phobia (Soykan, 2011). Shyness differs from social anxiety and social phobia. On a continuous line of shyness, which involves social fear, the sequence will go like this: shyness – social anxiety – social phobia (Koçak-Yazgı, 2007).

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Shyness is defined as discomfort and inhibition that takes place in the presence of others (Alm & Lindberg, 1999; Eggum, Eisenberg, Spinrad, Reiser, Gaertner, Sallquist & Smith, 2009). As avoidance from social interaction, shyness has also been defined as the failure to properly participate in social environments (Lorant, Henderson & Zimbardo, 2000). It particularly involves feelings and attitudes like quietness and lack of confidence in new and unfamiliar social environments (Jones & Russell, 1982). Shy individuals are unwilling to be in social environments and approach people as they do not like getting attention to themselves (Lorant, Henderson & Zimbardo, 2000). They have difficulty in starting conversations, communicating (Alm, 2007), and self disclosure (Zimbardo ve Radl, 1982; as cited in: Alm & Frodi, 2008). They watch TV all day (Durmuş, 2007) or spend time on the internet (Birnie & Horwath, 2002; Ebeling-Witte, Frank & Lester, 2007). Research has shown that shy individuals are aware of their lack of social skills. Shy people observe their own physiological, emotional, and behavioral reactions in social environments (Alm, 2007).

Shyness refers to a general lack of social initiative and a multidimensional structure defined as social silence or social inhibition (Miller, Brody & Murry, 2010). It involves cognitive, affective, and behavioral aspects (Cheek & Melchior, 1990) and has certain behavioral, physiological, cognitive, and emotional symptoms. Table 1 shows the symptoms of shyness (Henderson & Zimbardo, 1998):

Table 1: Symptoms of Shyness

Behavior	Physiological	Cognitive	Affective
Inhibition and passivity	Accelerated heart rate	Negative thoughts about the self, the situation, and others	Embarrassment and painful self-consciousness
Gaze aversion	Dry mouth	Fear of negative evaluation and looking foolish to others	Shame
Avoidance of feared situations	Trembling or shaking	Worry and rumination, perfectionism	Low self-esteem
Low speaking voice	Sweating	Self-blaming attributions, particularly after social interactions	Dejection and sadness
Little body movement or expression or Excessive nodding or smiling	Feeling faint or dizzy, butterflies in stomach or nausea	Negative beliefs about the self (weak) and others (powerful), often out of awareness	Loneliness
Speech dysfluencies	Experiencing the situation or oneself as unreal or removed	Negative biases in the self-concept, e.g., "I am socially inadequate, unlovable, unattractive."	Depression
Nervous behaviors, such as touching one's hair or face	Fear of losing control, going crazy, or having a heart attack	A belief that there is a "correct" protocol that the shy person must guess, rather than mutual definitions of social situations	Anxiety

As to the causes of shyness, there are viewpoints arguing that biological and environmental factors are influential. The viewpoint arguing that emergence of shyness is influenced by biological factors holds that shyness stems from temperament, or innate characteristics. Research conducted on identical twins to examine the genetic transition of shyness revealed that genetic could affect at a level of about .50 (Hendricks, 2000; Perez-Lopez & Petretic, 2004). Daniels & Plomin (1985) examined shyness levels in infants born to biological parents and adopted infants. They observed that if biologic parents had shyness levels, their infants were also found to be shy. Similarly, when adopting parents had high shyness levels, their infants were also shy. The infant of an adopting mother with high shyness level also displayed shyness. All these research results demonstrate that genetic and environmental factors form a combination.

Shyness is learned, as is maintained by the viewpoint which argues that environmental factors are important in the emergence of shyness (Gard, 2000). Shyness originates from parental behavior. A child learns shy behavior from their shy parents (Hyson & Trieste, 1987). Parental coldness, rejection, and over-control cause neurotic and psychotic disorders (Gilbert, Cheung, Grandfield, Campey & Irons, 2003). A domineering and authoritative attitude

destroys the child's self-confidence (Can, 1990). Threatening and over-controlling behavior on the part of parents gives way to shyness. Continuous anger, blaming children with inadequacy and inaptitude or overprotective behavior exhibited by parents lead to shyness in children (Ersanlı, 2006; Yüksel, 2002, 2005).

As a result of a study carried out with twins, Volbrecht & Goldsmith'in (2010) demonstrated the importance of temperament and the family factor in the emergence of childhood shyness. Carducci & Zimbardo (1995) reviewed several studies about shyness and noted that there is no certainty about the fact that shyness is hereditary (as cited in: Durmuş, 2007).

Two main approaches, namely psychological and medical approaches, are used to manage shyness, which is considered as a personal and social problem. Researchers opposing to the use of medical approach recommend applying cognitive and behavioral methods instead of drug use. This approach aims to replace the existing thoughts and behaviors of an individual by more functional ones. It also aims for an individual to understand the thoughts leading to his/her negative feelings, to change his/her automatic negative thoughts about his/her social environment, to reinforce his/her self-efficacy perceptions, and control his/her feelings of shyness. It is important to use techniques such as the relaxation technique and assignment technique (Akdoğan, 2007). People are offered social skills training, communication skills training, and assertiveness training. Table 2 presents a Multi-Model to reduce shyness (Henderson & Zimbardo, 1998):

Table 2: Multi-Modal Treatments for Shyness in Individual and Group Therapy

Description	Individual	Group
Social Skills Training	modeling, behavioral rehearsal, video feedback	modeling, role-plays with coaching and feedback
Simulated Exposures to feared stimuli	therapist and staff assisted	therapist, group members, confederates
Flooding	therapist and staff	assisted, behavioral homework
In-vivo exposures	therapist assisted, behavioral homework group members	behavioral homework
Communication Training	modeling; behavioral rehearsal, therapist and staff assisted, bibliotherapy, behavioral homework	modeling, behavioral rehearsal, therapist and group assisted, bibliotherapy, behavioral homework
Assertiveness Training	modeling, behavioral rehearsal, script writing, behavioral homework	modeling, behavioral rehearsal, script writing, behavioral homework, video feedback
Thoughts/attributions/self-concept restructuring	training, identification, and practice during simulated exposures, therapist and staff assisted	training, group identification and practice during simulated exposures and communication exercises

The present research mainly aims to determine how the variables of submissive acts, social comparison, sociotropy, and autonomy contribute to predicting the shyness levels among pre-service teachers. Teaching profession requires face-to-face interpersonal interaction and communication. An efficient teacher needs to establish healthy relationships with his/her students, fellow teachers, school management, school psychological counselor, other school staff, and students' parents. A teacher with generally low shyness level will feel him/herself happier is s/he can maintain meaningful and healthy relations both social relations in his/her daily life and human relations at school environment. And a happier teacher will be more efficient and contribute more to his/her surroundings and society.

1.1.Purposes of the study

The study aims to determine how the variables of submissive acts, social comparison, sociotropy, and autonomy as well as gender, economic income, satisfaction with one's appearance, and self-perception of popularity contribute

to predicting the shyness levels among pre-service teachers. The following questions were investigated on the basis of this general purpose.

1. What are the pre-service teachers' scores for shyness, submissive acts, social comparison, sociotropy, and autonomy?
2. Do the variables of submissive acts, social comparison, sociotropy, and autonomy predict the shyness levels of pre-service teachers?
3. Do the variables of gender, economic income, satisfaction with one's appearance, and self-perception of popularity predict the shyness levels of pre-service teachers?

2. Method

The present research is a descriptive study conducted to determine how submissive acts, social comparison, sociotropy, and autonomy as well as the variables of gender, economic income, satisfaction with one's appearance, and self-perception of popularity contribute to predicting the shyness levels among pre-service teachers.

2.1. Participants

The study was carried out with a total of 410 pre-service teachers (239 female (58.29%) and 171 male (41.71%) who were continuing a pedagogical formation program after having completed their university education.

2.2. Instruments

"Shyness Scale", "Submissive Acts Scale (SAS)", "Social Comparison Scale (SCS)", "The Sociotropy-Autonomy Scale" and "The Personal Information Form" were used for data collection.

2.2.1. Shyness Scale

The Shyness Scale was used to measure individuals' levels of shyness. The scale was developed by Cheek in 1990. Its adaptation to Turkish was done by Güngör (2001). Shyness scale used in the research was a 20-item Likert-type revised "Shyness Scale" with 5-point response format. In terms of retest reliability, the coefficient was calculated as .83 and the Cronbach Alpha coefficient regarding the internal reliability consistency as .91. In testing the validity of the Scale, the Homogenous Scales Validity Measure and Self-Evaluation Inventory in Social Situations was utilized as sub-scales and its computed results have displayed a relatively high correlation of .78. Factor analysis undertaken with a view to evidencing the construct validity of the measure indicated that the revised Shyness Scale might be taken as a one-dimension scale. The results of the current study on the validity and reliability of the "Shyness Scale" revealed that it had all the specifications necessary for its use without any predictable hindrance or bias.

2.2.2. Submissive Acts Scale (SAS)

The Submissive Acts Scale was used to measure individuals' levels of submissive behaviors. The scale was developed by Gilbert and Allan. Its adaptation to Turkish was done by Sahin and Sahin (1992) (as cited in Savasir and Sahin, 1997). The scale is a 5-point Likert type measure with 16 items. Higher scores indicate higher degree of submissive acts. The internal consistency coefficient of the scale was a Chronbach alpha of .74. Validity testing was done by finding correlation coefficients between scores on the SAS and: Beck Depression Inventory (.32, ($p < .001$), the Sociotropy Scale (.36, $p < .001$), and the Autonomy Scale (-.05, $p < .001$). Construct validity testing showed that the SAS significantly discriminated between the lowest and highest ends of scores on Beck Depression Inventory $p < .001$.

2.2.3. Social Comparison Scale (SCS)

The Social Comparison Scale was used to assess candidate teachers' self-evaluations obtained through social comparisons with others. The scale was developed Gilbert, Allan and Trent and consists of 5 items. It was adapted

to Turkish by Sahin & Sahin (1992) who included additional items (as cited in Savasir and Sahin, 1997). The Turkish Form of the measure is a 6-points Likert-type scale made of 18 items. Higher points on the scale indicate positive self-image and lower points correspond to negative self-image. The scale's reliability testing yielded to an internal consistency coefficient (Cronbach alpha) of .79 for university students and .89 for adults. The SCS's norm-referenced validity testing was done by calculating correlations with scores on the Beck Depression Inventory and Short Symptom Inventory. Correlation coefficients with the Beck Depression Inventory was -.19 ($p<.000$). Correlation coefficients with subscales of the Short Symptom Inventory ranged between .14 and .34. Construct validity testing showed that the SCS significantly discriminated between the lowest and highest ends of scores on Beck Depression Inventory $p<.001$.

2.2.4. The Sociotropy-Autonomy Scale

The scale was developed by Beck, Epstein, Harrison, and Emery (1983). Şahin, Ulusoy and Şahin (1993) adapted it to Turkish. In the reliability study, Cronbach Alpha coefficient for the patient group was .70 and .80 in the autonomy subscale. In the student group, results were .83 and .81 respectively. In the subscale validity study, the correlation between the scores of the non-functional behaviors and sociotropy subscale was calculated as 0.37 ($p<0.001$) and with the Beck Depression Scale as 0.18 ($p<0.001$). In structural validity study, it is shown that the sociotropy subscale differs in the normal and patient groups ($t=6.82$; $p<0.01$). The higher scores from the subscale indicate that the individual has high sociotropic personality traits (Cited: Savaşır & Şahin, 1997).

2.2.5. The Personal Information Form

Participants were given the "Personal Information Form" to inquire information on their gender, economic income, satisfaction with one's appearance, and self-perception of popularity.

2.3. Data Analysis

The scales were administered to the pre-service teachers to collect data. SPSS Software Pack was used to analyze the data. The collected data were analyzed by multiple regression analysis. Multiple regression analysis was employed to predict shyness by the variables of submissive acts, social comparison, sociotropy, and autonomy and the personal variables of gender, economic income, satisfaction with one's appearance, and self-perception of popularity. Standard (direct) method was used in multiple regression analysis. In the standard approach, it is basic that the joint effect of all predictive variables on the dependent variable is analyzed. "Dummy" variables were formed for using the categorical independent variables in regression analysis (Buyukozturk, 2002) and were included in the analysis. In the study, the significance level has been accepted as .05.

3. Results

This section presents the results obtained by a statistical analysis performed on the data collected to solve the research problem.

Table 3 gives the pre-service teachers' mean scores of shyness, submissive acts, social comparison, sociotropy, and autonomy.

Table 3: Pre-service teachers' mean scores of shyness, submissive acts, social comparison, sociotropy, and autonomy

<i>Variable</i>	<i>Minimum</i>	<i>Maximum</i>	<i>n</i>	<i>M</i>	<i>SD</i>
<i>Shyness</i>	20	77	410	45.94	11.00

<i>Submissive Act</i>	17	65	410	31.10	6.99
<i>Social Comparison</i>	49	90	410	80.77	6.43
<i>Sociotropy</i>	30	105	410	56.75	16.07
<i>Autonomy</i>	30	105	410	66.58	15.56

Multiple regression analysis was performed about predicting shyness by the variables of submissive acts, social comparison, sociotropy, and autonomy and the results are shown in Table 4.

Table 4: The results of multiple regression analysis on predicting shyness by different variables

<i>Predictors</i>	<i>B</i>	<i>Standardized Coefficients</i> β	<i>t</i>	<i>P</i>	<i>F</i>	<i>P</i>	<i>R</i>	<i>R</i> ²
<i>Constant</i>	49.696		44.88	.00	41.40	.00	.54	.29
<i>Submissive Act</i>	2.12	.09	2.02	.04				
<i>Social Comparison</i>	9.04	.41	8.93	.00				
<i>Sociotropy</i>	4.18	.19	4.14	.00				
<i>Autonomy</i>	2.37	.11	2.52	.01				

As seen in Table 4, the shyness scores have a moderate correlation with the variables of submissive acts, social comparison, sociotropy, and autonomy ($R = .54$, $R^2 = .29$, $p < .05$). All these four variables account for approximately 29% of the total variance in shyness. According to the standardized regression coefficient (β), the order of relative importance of the predictors for shyness is social comparison ($\beta = .41$), sociotropy ($\beta = .19$), autonomy ($\beta = .11$), and submissive acts ($\beta = .09$). The results of the t-test on the significance of regression coefficients reveal that social comparison ($t = 8.93$, $p < .00$), sociotropy ($t = 4.14$, $p < .00$), autonomy ($t = 2.52$, $p < .01$), and submissive acts ($t = 2.02$, $p < .04$) are significant predictors of shyness.

Multiple regression analysis was performed about predicting shyness by the variables of gender, economic income, satisfaction with one's appearance, and popularity and the results are given in Table 5.

Table 5: The results of multiple regression analysis on predicting shyness by personal variables

<i>Predictors</i>	<i>B</i>	<i>Standardized Coefficients</i> β	<i>t</i>	<i>P</i>	<i>F</i>	<i>P</i>	<i>R</i>	<i>R</i> ²
<i>Constant</i>	41.401		43.13	.00	14.51	.00	.35	.13
<i>Gender</i>	7.297	.00	.07	.95				
<i>Economic income</i>	3.440	.15	3.23	.00				
<i>Appearance</i>	9.299	.21	4.38	.00				
<i>Popularity</i>	4.475	.20	4.24	.00				

Table 5 shows that shyness scores have a low correlation with the variables of gender, settlement unit, economic income, satisfaction with one's appearance, and popularity ($R = .35$, $R^2 = .13$, $p < .05$). All these four variables account for approximately 13% of the total variance in shyness. According to the standardized regression coefficient (β), the order of relative importance of the predictors of shyness is satisfaction with one's appearance ($\beta = .21$), popularity ($\beta = .20$), economic income ($\beta = .15$), and gender ($\beta = .00$). The results of the t-test on the significance of regression coefficients reveal that satisfaction with one's appearance ($t = 4.38$, $p < .00$), popularity ($t = 4.24$, $p < .00$), and economic income ($t = 3.23$, $p < .00$) are important predictors of shyness. However, gender ($t = .07$, $p > .05$) was not found to be a significant predictor of shyness.

4. Discussion

The study examined how the variables of submissive acts, social comparison, sociotropy, autonomy, gender, economic income, satisfaction with one's appearance, and self-perception of popularity contribute to predicting the shyness levels among pre-service teachers. As a result, it was demonstrated that the variables of submissive acts, social comparison, sociotropy, autonomy, economic income, satisfaction with one's appearance, and self-perception of popularity are significant predictors of shyness, while gender is not a significant predictor.

The study found that the variable of submissive acts is a significant predictor of shyness. Submissiveness is defined as an individual's inability to act out his/her feelings, beliefs, ideas, and distinctive characteristics; to withstand when s/he receives unfair treatment; and to defend her/himself (Erdoğan & Oto, 2004). Self-confidence is low among individuals who avoid acting freely and are submissive to others due to fears of criticism, accusation etc. (Can, 1998). Fear of revealing one's shortcomings and the desire to be relieved of discomfort lead to increased submissive behavior (Koç, Bayraktar & Çolak, 2010). Shy individuals exhibit submissive behaviors. Submissive acts are "safe behaviors" for shy people (Gilbert, 2000). In a study, Wyatt & Gilbert (1998) detected a significant correlation between social perfectionism and submissive acts and shyness. In another study, Gilbert (2000) found a significant relationship between submissive acts and shyness. The results of this study are consistent with the cognitive symptoms of shyness. Because a shy person often develops negative ideas about her/himself, a situation, and others; is afraid of being evaluated and regarded as a fool by others. S/he develops negative beliefs that s/he is weak while others are stronger (Henderson & Zimbardo, 199). The results of a study conducted by Epli-Koç (2006) revealed that university students with high shyness levels resort to the strategy of submissive behavior more often than others.

The study found that the variable of social comparison is a significant predictor of shyness. Social comparison refers to one's perceptions of how s/he regards her/himself when compared to others. It signifies one's positive self-evaluation (positive self-schema) or negative self-evaluation (negative self-schema) (Savaşır & Şahin, 1997). An individual with a positive self-schema has high self-esteem. And a person with high self-esteem values and has confidence in her/himself (Reece & Brandt, 1990); is socially accommodating (Üstün & Akman, 2002) and self-assertive (Yıldız, 2006); and communicates effectively (Işık, 2006). The research on shyness revealed that shy individuals have low levels of self-esteem (Demirbaş, 2009; Durmuş, 2007; Yüksel, 2003). In a study, Gokce (2002) found that self-esteem is the most important predictor of shyness. In another study, Çivitci (2010) observed high shyness levels in adolescents with low levels of social comparison. Wyatt & Gilbert (1998) detected a significant relationship between social perfectionism and negative self-evaluation and shyness. A study by Gilbert, Cheung, Grandfield, Campey & Irons'in (2003) revealed a high correlation between social comparison and shyness.

The study found that the variable of sociotropy is a significant predictor of shyness. Sociotropy is defined as an individual's capacity to positively interact with others (Bruch, Rivet, Heimberg, Hunt & McIntosh, 1999). Beck argues that sociotropy refers to social dependence on others (Clark, Beck & Alford, 1999). Sociotropic individuals strive to establish safe relationships for their sense of well-being (Permuy, Merino & Fernandez-Rey, 2010). They are socially-oriented and want their interpersonal relationships to run smoothly. They want to love, to be loved, to be accepted, and appreciated. They like participating in collaborative activities and helping others (Erözkan, 2004; Lynch et. al., 2003; as cited in Serinkan ve Barutçu, 2006). They act more passively in interpersonal relationships since they need to be loved by others (Karahana, 2009). Individuals with sociotropic character want to get into social interaction (Clark, Beck & Alford, 1999). Shy individuals, on the other hand, want to be around people and impress others. However, they fail to do that because of their fears (Gard, 2000). They avoid social interaction (Lorant, Henderson & Zimbardo, 2000). They prefer being alone even though they do not like it (Gard, 2000). Highly sociotropic individuals have anxiety, negative self-evaluation (Clark, Beck & Alford, 1999) low self-esteem, loneliness, and fear of separation (Connor-Smith, & Compas, 2002; as cited in; Karahana, 2009). Shy individuals also have low self-esteem, loneliness, and anxiety (Erözkan, 2004; Lynch et. al., 2003; as cited in Serinkan ve Barutçu, 2006). Both sociotropic and shy individuals avoid confrontations (Bruch, Rivet, Heimberg, Hunt & McIntosh, 1999). Perceived losses and rejection in interpersonal relations may cause depression in highly sociotropic individuals (Clark, Beck & Alford, 199; Kabakçı, 2001). Researchers report that shyness is also a possible risk

indicator for depression (Yüksel, 2002). As a result of their study, Bruch, Rivet, Heimberg, Hunt & McIntosh, (1999) found a correlation between sociotropy and shyness and between one's discomfort and self-confidence.

The study found that the variable of autonomy is a significant predictor of shyness. Autonomy is defined as the ability to make decisions independent of a person or situation and self-management (Doğan, 2010). For Beck, autonomy refers to independence from others (Bruch, Rivet, Heimberg, Hunt & McIntosh, 1999; Baydoğan & Dağ, 2008). For autonomous individuals, being independent, deciding freely, and achieving success are very important (Clark, Beck & Alford). They are individualistic (Erözkan, 2004), manage themselves, and make and implement rational and responsible decisions about their lives (Keskin & Yıldırım, 2008). Highly autonomous individuals are inclined towards conflicts. They need others less (Lynch, Robins & Morse, 2003; as cited in, Serinkan & Barutçu, 2006). Shy people, on the other hand, have low self-esteem, sadness, loneliness, depression, and feelings of anxiety (& Zimbardo, 1998). They lack control over their lives (Carducci, 2000). Yet, the fear experienced by a shy individual in interpersonal relationships may lead to over-control of his/her behaviors (Eggum, Eisenberg, Spinrad, Reiser, Gaertner, Sallquist & Smith, 2009). In contrast, autonomous individuals exert control over their own lives (Clark, Beck & Alford, 1999). As a result of their research, Serinkan & Barutçu (2006) found a significant correlation between being autonomous and enjoying loneliness and being free. On the other hand, Johnson & Petzel (1991) note that avoidance from social environments on the part of shy people may lead to depression (as cited in, Yüksel, 2002). In another study, Keskin & Yıldırım (2008) detected a significant relationship between autonomy and problem solving skills. Problem solving involves a series of efforts aiming to eliminate the obstacles to attaining a certain goal. In this respect, an autonomous individual can develop adaptive behavior in interpersonal conflicts and to cope with social anxiety. However, this is not the case for a shy person.

The study found that the variable of economic income is a significant predictor of shyness. The results in the literature indicate that individuals with high income levels have high levels of communication skills (Görür, 2001), assertiveness levels (Onur, 2006), self-concept (Can, 1990; Ersanlı, 1996; as cited in Epli-Koç, 2006), and self-esteem (Tatoglu, 2006) and display submissive acts less often (Yıldırım, 2004). Inhibition, stress, anxiety, and depression are more commonly observed in the members of families with low economic income (Selçuk, 2000). Furthermore, people with low economic income tend to compare themselves to others, as a result of which they experience negative feelings. Given that they are more comfortable, self-assertive, and self-confident, individuals with high economic income are believed to achieve greater success in initiating and maintaining interpersonal relationships. The results of the relevant research also found that the higher the income level, the lower the shyness level (Cabak, 2002; Gökçe, 2002; Güngör, 2000).

The study found that the variable of satisfaction with one's appearance is a significant predictor of shyness. Can (1990) notes that being perceived by others in terms of physical stature and aesthetic appearance and being liked have favorable impact on an individual's self-concept. The related research also found high self-concept levels in individuals who find themselves attractive with regard to bodily posture and aesthetic appearance. People with high self-concept can develop healthy interpersonal relationships (Yüksel-Şahin, 2008). Shy people, on the other hand, question whether others evaluate them negatively and experience fears about how they are perceived by others (Zimbardo, 1977; as cited in: Alm ve Frodi, 2008). Therefore, they do not get involved in social environments and tend to be lonely. In a study, Cabak (2002) found that individuals with positive self-perceptions of physical appearance have lower shyness levels.

The study found that the variable of self-perception of popularity is a significant predictor of shyness. Popular individuals tend to be physically attractive, interesting (Adams & Roopnarine, 1994; Eder, 1985; La Fontona & Cillessen, 1999; as cited in Oral, 2007), warm and kind, sensitive and responsive (Eder, 1985; Eddy & Dymphna, 2005), self-esteeming (Crocker & Knight, 2005), self-confident, energetic, active (Adams & Roopnarine, 1994), socially extrovert, valuing others, receptive, sympathetic, protective, reliable, fun, humorous, good-natured, intelligent, possessing a high status, willing to communicate, and possess communicative skills. Since they attract positive attention from others around and from those that are important to them, they develop a positive self-concept and communicate comfortably and confidently. In contrast to popular individuals, shy individuals cannot establish interpersonal relationships in social environments due to their low self-esteem and fear of rejection (Carducci, 2000; Devito, 1989; Jones & Russell, 1982; Yüksel, 2005).

The study found that the variable of gender is not a significant predictor of shyness. In a study evaluating the results of various research on shyness, Henderson & Zimbardo (1998) noted that individuals' shyness levels do not significantly differ with their gender. The relevant research has not found any significant difference between shyness levels according to gender (Cabak, 2002; Çivitçi, 2010; Demirbaş, 2009). Shyness is experienced by both sexes.

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